



Concerned Students Detain Trustees To Press Issues

May 16-20 were tense days in the A.U. Center. The complex took on a new look with "M. L. King University Now" and various revolutionary phrases painted hurriedly on sidewalks, buildings, and doors. Spelman was right in the midst of the action which saw Morehouse trustees and center officials confronted by "Concerned Students" behind locked doors in Harkness Hall for nearly 29 hours.

The instant revolution fostered by a small group of A.U. Center students and two or three faculty members attempted to force three issues to the bargaining table: 1. the renaming of the A.U. Center Martin Luther King University, 2. the consolidation of the six institutions by academic departments or some other feasible means, and three, the securing of majority black representation on the boards of trustees of the Center. The issues themselves turned out to be the least matter of concern as the Morehouse Board gave its momentary consent to the proposals and the Morehouse student body subsequently revoked them feeling the methods used were uncalled for and that "Concerned Students" had no right to press for them in the name of the student body.

Spelman Trustees adjourned their meeting and left after having a luncheon to which some volunteer students attended. Hence they avoided a heated confrontation.

The "Concerned Students" have grown in numbers and become the "Organization for Black Unity Now." They consider the 'Harkness Hall incident', as it is called, a success and as they become more organized promise that the issues are not dead.



Seniors Await Graduation; Plan Their Futures

142 seniors tensely wait for those final letters of notification from the Office of the Registrar stating that they have fulfilled all the requirements for graduation. They have done extensive planning for the years to come and want nothing to hold them back now. Their future plans are outstanding and deserve announcement. *The Spotlight* wishes to congratulate and pay tribute to the seniors by letting the Spelman community know what fascinating worlds they will soon enter.

The following statistics for Senior Class of 1969, were compiled from blanks received from each senior.

SENIORS WHO STATED THEIR INTENTIONS TO

*Attend Graduate School WITH scholarships	11
Attend Graduate School WITHOUT scholarships	20
Teach Secondary School	27
Teach Elementary School	17
Be Housewives	2
Work in fields listed below, employment confirmed	48

MARRIAGE STATISTICS:

Already married	14
Will marry in 1969	23
Engaged — wedding date to be set later	13

The following seniors stated their intentions to work in various fields:

Allen, Courteney — Stewardess Training Program, Delta Air Lines, Miami, Fla.
Brown, Cynthia — U. S. Office of Education in Personnel
Brown, Jane — Secretary-Collegiate Broadcasting Company
Bryant, Marilyn B. — Actuary or Programmer—Prudential Life Insurance Co.
Bunyan, Aundrella — Flight Hostess—Trans World Airlines
Burnett, Denise D. — Administrative or clerical worker—Foreign Services Division, U. S. Government
Burton, Jacquelyn — U. S. Department of Housing and Urban Development
Clowers, Ernestine A. — Executive in Retail Department (sales manager) Gimbels Department Store, New York
Dancy, Barbara — Social Worker—Cook County Public Aid
Douglas, Faith George — Sales Manager—Macy's Department Store, New York
Eason, Patricia C. — Case Worker—Cook County, (Social Work)
Forte, Barbara — Case Worker—Cook County (Social Work)
Glover, Freida — Case Worker—Cook County (Social Work)
Grant, Carolynne — Reservationist—Delta Air Lines
Griffin, Brenda — Case Worker—Cook County (Social Work)
Hampton, Bertha — Private Secretary—John Hancock Insurance Co.

Hasben, Jettye E. — Senior Technical Aide—Bell Telephone Laboratories, Ocean Systems Studies Center, Whippany, N. J.
Howard, Jacqueline — International Relations Worker with U. S. Government
Jenkins, Wilodene — Programmer—IBM Corporation
Johnson, Bonita — National Security Agency—U. S. Government
Jones, Carolyn E. — Personnel Recruiter and Training: Industrial Relations Joliet Army Ammunition Plant (Uniroyal, Inc.)
Kent, Dorothy — Social Worker with Children (Cook County)
King, Sonja — Area Consultant—EOA Com. Action Program, U. S. Government
Lemon, Cynthia — Senior Technical Aide—Bell Telephone Laboratories, Inc., Reliability Engineering Center, Whippany, N. J.
Lewis, Sandra P. — Personnel Work—U. S. Government
Logan, Shirley E. — Public Relations—U. S. Government
Long, Wanda L. — Social Work with Department of Urban Affairs or Com. Organization
Martin Brenda — Social Work with the Department of Urban Planning
McDowell, Evanda — Data Processing or Language Research—Department of Defense, U. S. Government, Fort Meade, Maryland
McGowen, Tereasa — Social Work in Atlanta Community
McKinney, Alyce — Sociology—Psychiatric Ward—Grady Hospital
McReynolds, Miriam — Programming Division—IBM Corporation
Mwawba, Ivy T. — Social Worker—Welfare Department, U. S. Govt.
Pitts, Jeanette — Recruiting Representative—Social Security Administration, U. S. Govt.
Ponds, Sandra E. — Airline Reservationist—Delta Air Lines
Reeves, Patricia D. — Youth Specialist—Executive Training Program, Division U. S. Govt.
Rhodes, Marian — Executive Trainee in Program of Gimbels Dept. Store, New York City
Rocker, Jacqueline — SUMMER, 1969: Police Athletic League, N. Y. City. FALL, 1969: Research Asst., M. L. King Memorial Library
Singleton, Christine — Department of Justice, U. S. Govt. and attending George Washington Law School
Smith, Fannie — IBM—Programming Division
Stewart, Carnella — Public School Social Worker, Tampa, Florida
Stovall, Kathryn — Managerial Trainee in Sears Training Program
Tyler, Thomasena — IBM—Computer Programming Division
Vaughn, Pamela — Bell Telephone Laboratories, Military Analysis Center, Whippany, N. J.
Walker, Carolyn — IBM—World Trade Division
Walker, Patricia G. — Managerial Trainee—Sears Training Program
Willis, Elizabeth — Stewardess—Eastern Air Lines (Con't. on Pg. 8)



'Now What?'

Here Lies Real Power

I am ambivalently saddened and relieved to end my days working with the **Spotlight** so aware of its inadequacies, its potentialities and its inevitable direction. It is destined to become a vital organ of expression now that there is so much to be expressed and so much being expressed. This paper belongs to you, the student body. You dictate its philosophy, it's opinion, its content, and you are FREE to do it. You can make your paper anything you want it to be, if you are willing to be active in that making. Let me illustrate.

Tougaloo College in Mississippi has no printed paper but it has something much better. With a mimeograph machine and lots of paper several Tougaloo students put out a weekly flyer called **Harambee** which reports campus events when they are news, gives varied student opinion and makes good use of humor and campus poetry. Tuskegee Institute, whose paper has a yearly budget of \$18,000 and has its own photography lab, prints a weekly paper that is the community's most vital as well as most read paper. Shouldn't our paper extend into the community?

When we have an active press in the A.U. Center there won't be any need for so many anonymous leaflets printed

underground knocking and/or praising every other black militant, conservative administrator, and straddle-the-fence-student leader. We know what the white press has done to America. Why do we let our press do nothing?

Hey revolutionaries! You stunt the cause when you waste your time explaining your views to the **Constitution** and deny your thoughts to your own school papers, and then leave those papers in the snack shop while they could be shaping the thought of the community if carried there instead of dropped on classroom floors. That goes for you conservatives too!

It has been a most exciting and progressive year, especially for news coverage. Next year will no doubt be more exciting and hopefully more progressive. Communication (especially among us as students) has always been our major drawback. It needn't be, and it mustn't be in this new day. You can have a paper every other day if you get it together. That might help get a lot of other things together. Think about it. Dig on it awhile. **HERE LIES THE POWER TO UNITE MINDS — WHICH IS THE KEY TO REAL POWER.**

*Peace and Power,
Marilyn Hunt*

Put Up Or Shut Up

By Joyce M. Horton

Look - a - here! Yes you, the black beauties bathed in songs of: 'I am black and I am proud,' I don't want nobody to give nothing — open the door I'll get it myself'; arrogantly attired in 'our father's springy autumn skins; proudly parading and claiming the black sheep wool that three days ago was ultra-sheened or curl-freed. How can you scream about genuine involvement, 'black cause', black destiny and black communities? You are concerned? About what? Charity should begin at home and spread abroad—so should your involvement. Oh yes, you have soul, but where is your spirit — Spelman school spirit?

And you, the brown beauties, apathetically sitting around complaining about how the militants are destroying things; coyly humming the melody to: 'It's my thing I'll do what I wanna do.' What will you do? Sure I am talking about them too, the sophomores, Juniors and seniors, sprinkled and well seasoned with worries about: "those fools gonna destroy the center," "if I get involved the administration will kick me out." What do you care about

The Spelman Spotlight

Published
by the students of Spelman College

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EDITORIAL POLICY

The Spelman Spotlight is published monthly, except January, by students of Spelman College. We welcome articles and letters to the editor from our entire reading public. These letters and articles do not necessarily reflect the opinions of the Spotlight Staff or the majority of Spelman Students. We also welcome advertisements, but do not necessarily support the views of our advertisers. Monthly deadlines will be posted.

destruction when you sit back with your feet propped up, while the governing body is being elected of this institution. When the election is over and the people who are elected, start functioning and their ideas are not what 'you' think they should be, you protest—"she does not represent me, I did not vote for her." Right, you did not even vote. So whatever bridges that person constructs or tears down, should not touch your quasi-concerned heart. Nor do you care when you allow trash to accumulate in the snack shop or when you leave trays on the table in the dining hall. The maintenance of this college is just as important as the maintenance of the entire center.

And you say that you are concerned, about the center—well what about Spelman? Aren't we a family, a community, a center that is more accessible and opened to destruction? If Spelman's governing system and mere student support are allowed to deteriorate, you will not have to worry about getting kicked out. No one would have the desire or power to pick up a foot to kick a piece of paper (no less than what Spelman would become — a crumpled piece of white paper).

There are those of us who speak only when we are in our rooms. We talk and really pour it on, but a five-sided conversation between the four walls and you will get nothing done. The conversation should be extended so as to include a sixth participant—one who can answer some of those questions that arise. Self concern or self preservation is the first law of nature, but any law can be changed when the 949 involved are more important than that one (I, me, self). You are self concerned, soulful, but where is your school spirit? Where is your concern for the future of this institution?

Now I've stepped on a lot of feet. If it hurts then it was worth it. Now you know that you are not the only one

aware of 'student apathy,' so do something about it. No one can deny the fact that campus concern is lacking. A general atmosphere of apathy looms over this well kept acreage of picturesque greenery, stragglingly plotted trees, traditional ivy lanes, buildings). Of what importance is campus beautification when we allow ourselves to become bogged down in the mire of our own match box importance, while willingly accepting the 'sorry state that our school has taken on?' None.

We can be beautiful black militants, beautiful brown liberal-conservatives, but the first thing that we should be is just plain concerned women. Or concern should be for: (1) a governing body that can turn to the student body for suggestions and aid—a body of students willing to shoulder the blame rather than toss it off on the president (as has been the case). (2) concern for and a visible attempt to participate in campus activities, regardless of how elementary or off-beat or how few they may be. (3) concern and general courteousness to those personages who perform on this campus in any capacity—lecturer, entertainer, etc. (4) concern for community action. As black women, aspiring to hold meaningful positions in both the home and community, it would seem logical that we would become involved in some form of community action. How else can we become major factions in a cosmo-community when we don't even see beyond our micro-mini skirts to the other side where we are needed. Blackness is no longer an excuse. We can shape our own destiny—it only takes a genuine concern in bringing about changes (changes needed here at Spelman). To initiate this change, an attempt to dig beyond the surface is necessary. Are you concerned enough to show your school spirit? I challenge you to prove that we are not re-nigging. Prove it—put up or shut up.

Critics Must Understand "Concerned Students"

The school year has practically drawn to a close—to the relief of almost everyone. Tension among students in the Center has risen at an astronomical rate over the past semester culminating in the Harkness Hall incident which was the inevitable result of a total lack of communication between administrators and students. Many people involved in the workings of the center have decried this incident as being representative of the attitudes of only a minority of students. Many have declared that the unrest was spurred by "outside agitators" and those members of the college community who seek the destruction of our schools (for some unknown reason).

I think it would behoove our critics to re-evaluate our respective institutions and our varied roles in them a bit more

closely. The concerned students, we "radicals" are doing nothing more than reacting to what we see as an intolerable situation. If we are labeled as extremists, then so it must be, for we are living in extreme times in a society which deals in extreme hypocrisies. We see ourselves not as members of an isolated community named the Atlanta University Center, but rather as citizens of the world, a world in which non-white peoples are being oppressed and persecuted by whites and by institutions that are not functioning in our behalf. To remove ourselves from this international context is to court self-destruction and I do not believe that any race of people would consciously seek to destroy itself. Our critics must begin to recognize the contradictions around us—that our black institutions

are owned and operated by whites, that our faculty has no power, that our students have no power, that we are living in a non-white world and studying white-oriented courses taught by white professors, ad infinitum. We do not believe in destruction, we believe in nation building by black people, for black people. This process, this building must necessarily start with a valid, relevant education and utilization of the resources at hand—in our case, the A.U. Center.

So let our critics hear us. Let them hear and understand us. Let them **understand** and **join** us. We are the new breed, the wave of the future, the builders of a dream; and no, Brother Langston, our dream will not be deferred. Power to the People.

Ellin deK. Osorio

Bettieanne Writes Farewell Message

April 22 was the day which marked the changing of the vanguard within the ranks of the SGA. It was a very quiet election. Less than fifty students showed up for the campaign rally where perspective officers made their position speeches. To many of the participants this was a disillusioning experience and a time for second thoughts about what they were getting themselves into. My heartiest congratulations to those who accepted the challenge and were elected to student government offices. My thanks to the faithful few who had enough interest to find out what the people who were running for office were all about. It is the support of the faithful few which enables student officers to keep on pushing when it seems that all effort is in vain, that no one is really concerned about their college and the things which go on at that college like the splendid glee club concert on Sunday at which there were more Morehouse students present than Spelman women.

We entered the 1968-1969 school year with much enthusiasm, anticipation and apprehension. We had few omens last year of things to come, but we could not have envisioned the numerous manifestations of campus unrest. It was very difficult to take uncompromising positions when decision had to be made in terms of representation v. leadership roles; personal opinion v. majority rule; ideal v. practicality and feasibility. In an effort to weigh all sides of an issue before making a decision, one is consistently described as being "wishy-washy," "hypocritical," "spineless," etc. It is always interesting to see how individuals feel that the SSGA should shoulder the responsibility for actions for which it is not responsible and fail to support it in meaningful endeavors. Too often it is used as a scapegoat when persons who want something done do not want to be in jeopardy themselves. It must be understood by all involved that the SSGA is an organization which is responsible to the total student body and its action must reflect the consensus of that body in spite of the personal views held by each officer. Those who are quick to criticize should be cognizant of this fact. We have no apologies to make for we did our best and now someone else has



BETTIEANNE CHILDERS, out-going SSGA president writes farewell address to student body.

taken the reins and our best wishes go with them.

Spelman College has existed as a learning center for black women for eighty-eight years and it must continue to serve this function. Anyone thinks that black colleges are no longer necessary is failing to take a realistic view of the society in which we are living. But anyone who thinks that Spelman can continue to fulfill its role by following the same format as it has in the past is equally mistaken. Whenever I hear someone say "Spelman isn't the school it used to be," I say, "Thank goodness, it isn't." How can it prepare its students for the future as it prepared them for the past. It is true that one can now choose between attending a predominantly black college and a predominantly white one. Thus, the black college must provide the student some advantage. A strong black studies program is essential, but it is not all that is implied in the concept of a black university. It is time that black educators take a serious look at the concept and not be hampered by fears of "reverse racism" and loss of funds. Through cooperation between all elements of the college community change can come about creatively and constructively. This cannot happen if neither side listens to the other, however. Neither will much be accomplished through continuing confusion and chaos in which no one can think. Goals and aims must be clearly defined and moves organized. The will of a minority should never infringe upon the liberties of the majority; rather the minority should seek to acquire majority support. However, some attempt must be made on the part of the majority to understand the demands of the minority. It is also necessary for people in decision — making position to take initiative in bringing about reforms rather than taking action only in reaction to pressure. Too often this is the case and students

become disenchanted with using "proper channels." The failure to use channels cannot be excused for this reason when the channels are open, but are not tried.

Several issues have been raised in the name of student power. It would be wise for us to remember that additional power means more responsibility. It means that one cannot ask for equal representation on committees and fail to show for the meetings. One cannot call for an end to compulsory activities and fail to show any judgment by simply not attending any activities. One cannot ask for increased communication and fail to read bulletin boards, newsletters, or signs. One cannot ask for relevance in course instruction and fail to show in class to see if any improvement has taken place. One cannot ask to have more voice in decision-making processes and fail to vote on important issue. One cannot expect full dedication from student officers and fail to give any kind of support in return. These are all evidences of irresponsibility and apathy which I have observed this year although I'm sure they were present before. My purpose in stating them here is to enter a plea for those of us who are asleep or half-awake to wake up. Neither blind, nor half-blind people can lead a revolution or be good followers. We must be sure that we are awake enough to see for ourselves and choose our own paths. After all it is our life and our education.

This year has been quite an interesting one for the cabinet. We are not bitter, but we are tired. We appreciate the support which was given us and understand the lack of it. We would like to remind you that your student government association is only as strong as you make it. You have a diligent and alert group of new officers. Please do your best to sustain them.

B. Y. Childers

FAREWELL LETTER

One of the encouraging qualities of many college students today is that they are concerned. Concerned about the development of the black community, about the existence of poverty in a nation of affluence, about the continuation of the war in Vietnam. Concern is healthy, particularly if it is translated into constructive action. As Seniors, each of you now faces a major opportunity to translate your concerns into action because you are faced with a decision, "What to do after graduation?"

There are many who express concern for building the black community and some of you may well work in such roles as teacher, social worker, doctor, etc. As a leading black economist at Princeton University has pointed out, however, a neighborhood in America (whether it be Negro, Irish, Polish or whatever) is a work place for less than half the community. The teachers, the doctors, the police, the shopkeepers — these may work where they live. But these people are supported by the labors of those who work in other basic occupations outside of the neighborhood. Some fifty to sixty per cent of the labor force moves out of the neighborhood every morning to work in the country's basic industries; and the neighborhood itself will not flourish unless the man or woman who goes out of it in the morning bring back into it from the outside world an income adequate to support its institutions.

Some of you may work full-time in the black community, therefore, and many will not. Whatever your role, however, whether you become a teacher, work for a business or government organization, or go on to graduate school for further training, I hope you will pursue the goal of excellence, applying and developing your abilities to the point where you are able to be as effective as possible in implementing your concern to help others.

Albert E. Manley

Wise Women Need

The "day ends" and the "day begins"! In the brief space of a nostalgic and expectant heartbeat Spelman for you has become history and your future the "Now." "Off with the old and on with the new" is easier said than done because these four years represent about a fourth of your school years and about a fifth of your total life's experiences in an era when every minute is changed with the unpredictable and the unexpected. What will you take with you? The bond of friendships relentlessly binding; the budding cultural awareness introduced in the academic offerings, in-roading on your consciousness and

sometimes broadening into life's ruling passion; the impact of social and civil upheaval as your interests churned in the campus environs and spilled over into every concern of human endeavor; the painful experience of indecision and involvement as this will follow you from this day forward daring you to be true to those who love you, strengthening you with a full bodied ever increasing wisdom which makes you free, picking your consciousness to be aware of human need, and challenging you to be a wise courageous woman so needed in the NOW.

Dean Chivers

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Glee Club Tours, Gives Spring Concert

By Wanda Smalls

On Sunday, May 4, 1969, the Spelman College Glee Club presented its annual spring concert in Sister's Chapel at 4:00 p.m. The group, which had been on tour only a week before, was as usual, superb as they performed before a small but receptive audience that enjoyed not only the old favorites, such as spirituals and popular songs, but also classic masterpieces which were performed masterfully under the directorship of Dr. Roland Allison and the accompaniment of Mrs. Joyce Finch Johnson.

The program was as follows:

Choral Prelude—Sing Praise to God, the Lord
(Psalm 150) Cesar Frank

I
Brother James' Air _____ arranged by Gordon Jacob
Ave Maria _____ Johannes Brahms, Op. 12
Kyrie (Canon ad unisonum) _____ Wolfgang A. Mozart

II
Ye With Sorrow Now are Fill'd _____ From *German Requiem*
Johannes Brahms, Op. 45, Laura English, Soloist
Magnificat _____ R. Vaughan Williams
Stephanye Staggers, Soloist
Mr. Marcus Roland, flutist

III
Liebeslieder Walzer _____ Johannes Brahms, Op. 52
a. Like the Sunset's Crimson Splendor
b. Was Once a Pretty, Tiny Birdie
c. Nightingale, Thy Sweetest Song
d. A Tremor's in the Branches

IV
A SKETCHBOOK OF WOMEN _____ Thomas B. Pitfield
a. The Singer _____ e. The Seamstress
b. The Gossips _____ f. The Witch
c. The Schoolmistress _____ g. The Dancer
d. The Mother _____ h. The Housewives
Soloists: Deleicia Maddox, Stephanye Staggers, Jolinda Miriam Blalock

V
Ride the Chariot _____ arranged by the Krones
Won't You Sit Down? _____ arranged by Brian Trant
Better Be Ready _____ Traditional
Ride On, King Jesus _____ arranged by H. T. Burleigh
Soloists: Janice Colbert, Laura English
Choral Postlude—A Jubilant Song _____ Norman Dello Joio



Spelman College Glee Club gives annual spring concert.

"Saying It" In Dance

Bold, shocking, forceful, and dynamic are only a few of the adjectives that can justly describe the performance of Eleo Pomare and his dance company.

The performers were displaying a pride in being Black and in being dancers that no other performers who came to campus so far this year have done. They were fully engrossed in their steps, the music, and the mood that they were so successfully conveying to the audience.

The whole performance was a Black experience for it told the Black story from the African shoes, to the Southern plantation, to the Harlem jungle. It consisted of a slave auction, a solo interpretation of a Negro Spiritual, a motorcycle bug, a nun, a junkie, a church meeting, and a white cop on the beat.

There was a unique combination of dialogue and dance that forced the audience to know what was going on. There was much shouting, wild spasmodic motion and nearly obscene interpretations that was purely the Pomare, thus the Black, "thing." This performance was a beautifully successful combination of art and life in one.

Pomare told the audience through his dancing, that he was very Black, very proud, and that he had a full understanding of himself and of his people. He showed the Black experience from the inside and the Black college audience could really identify with it.

Alice Deck

The Spelman College Glee Club made its annual spring tour the week of April 20-27. Under the directorship of Dr. Roland Allison and with the accompaniment of Mrs. Joyce Finch Johnson, the group of 38 students stunned crowds in the Springfield, Illinois; St. Louis, Mo.; Davenport, Iowa; Detroit, Michigan; Gary, Indiana; Cincinnati, Ohio and Anniston, Alabama.

Among the many musical works performed by the Glee Club were "Shicksalslied" (Song of Destiny) by Johannes Brahms, "Hallelujah" from the Mount of Olives by Ludwig van Beethoven, "A Sketchbook of Women" by Thomas B. Pitfield and a medley

from the ever-popular "Sound of Music" by Rogers and many other masterpieces including several Negro spirituals gave acclaim to the group who made seven very outstanding performances.

Each performance was closed with remarks by Dr. Allison thanking the sponsors and audiences for all they had done for the Spelman Glee Club and for their warm acceptance of the group, and with the Spelman Hymn with hopes that many of those present in the audiences would visit Spelman and even consider Spelman College as their college choice.

Wanda Smalls

Laura English, Senior Soprano, Gives Recital

Laura English, senior music major, recently gave a masterful recital at Sisters Chapel which included several French art songs by Saint-Saens, and Duparc, "The Gypsy Songs" by Brahms, a Beethoven aria, and several Negro spirituals.

The talented soprano was featured earlier this year with

the Atlanta Symphony Orchestra in its performance at Spelman as well as in the recent Spelman Glee Club tour and Spring Concert.

Laura, daughter of Mr. and Mrs. Jethro R. English of Atlanta, plans to continue her study at the University of Cincinnati's Conservatory of Music next year.



Dr. Manley presents flowers to Laura English after her marvelous recital.

Dance Group Gives Recital

By Linda Ann Swingler

On April 25th and 26th the annual Spring Dance Recital was held in the Fine Arts Building at Spelman College.

The Concert was considered a great success, and much of the credit must be given to Mrs. Shirley Rushing and Mr. Bill Mackey who choreographed many of the dance selections in the program.

Many of the dance selections were representative of

the past, the present, and the future.

The Three Spirituals were symbolic of slavery and the past, while Generations reflected the present zooming and energetic mood of our modern teenagers, and Cosmos was an example of life in the future—perhaps in a different time deminsion.

In all, the fine performances given by the dance group is one that will be long remembered.

AFTER THOUGHTS ON THE CREATIVE CONFRONTATION AT HARKNESS HALL

By H. Yvonne Bryant

When the trustees were at Spelman I was very upset because I was not invited to the luncheon with them so that I could find out a few things about trustees that had been in my mind for some time. Later I was to find that I could have spoken to them if I had joined the committee to meet the trustees before they came. However, I heard that any interested student could meet with the A. U. Trustees on that Friday at 9:00 in Harkness Hall. I knew that this was my last chance to meet with them before they left. At 8:30 I was at Harkness

Hall and at about 8:45 people started going in. I went into the Conference Room and I was not stopped. The confrontation that followed and the events that occurred over a period of BT hours were indeed part of a creative confrontation. I have become very upset and very disturbed because people keep talking about the BT hours that the "rebels, leftists, extremists, radicals, and militants" kept the trustees locked in Harkness Hall. Some have even called it a political move on my part and the press have indeed messed up the whole thing.

I often wonder now how many of the some people who keep bringing up the fact that we kept the trustees in Harkness ever raised as much fuss over the war in Vietnam. How many of you have ever raised hell when one of your friends was taken out of college and put into Uncle Sam's Army, sent to Vietnam and killed? (One is drafted into the army for two years and not for just 29 hours.)

How many faculty meetings were called in 1957 when Orville Faubus sent his state guards to prevent nine black students from entering Central High School? Keeping

children out of school is more detrimental than detaining a few trustees for 29 hours from reading the stock market reports or wondering about the investments that they might have in South Africa or Liberia. How many raised a fuss in 1959, when rather than desegregate, all of Prince Edward Counties' Schools were closed? How many people complained in 1955 when the bus boycott initiated by Mrs. Rosa Parks led to the city buses being empty for 381 days. How many people raised a racus when the four little girls were killed in Sunday School at the 16th Street Bap-

tist Church of Birmingham when bombs were thrown through its window? This was 1963. Only six years ago. We were not that young, I'm especially talking to the adults now. What did you do? Wake up people! What's 29 hours to more that 400 years that we have been locked up?

How many of the people who have listened to the radio and the television and read the papers and started calling us dissident, leftist, extremist, militant, rebel, gang leaders; and the people who keep talking about the 29 hours that we were in Harkness Hall; and all the people who talk about



Doing their own THING!!

all the wrong that they think we have done; how many of these people know any of the good things that we have done? How many people have ever counted up the number of hours that I do other things that society may call "good?" How many of the people who know that I was in the build-

ing for 29 hours, know the number of hours that I spend working in the community, whether at Carrie Steele Pitts Home on Thursdays or in any other part of town whenever I'm called? How many of the same people know how many hours I have lectured to any of the schools in the city to educate many people on the

Afro - American Experience and to tell them of my experiences in Africa? How many of the same people count the number of hours that I devote in committee meetings to better the school and the community? How many of you know of the honors I've received or the number of Church Groups that

I have spoken to? I guess many of you will just have to wait until the news media adds up the hours and labels me anew. "A good girl, part of the true American Society, quiet, always willing to help better her community." Friends, we've got to wake up and stop letting others dictate to us. Before you talk about another

person or condemn another, stop and do your homework. Maybe you're find more good that bad. Maybe you'll wish you were brave enough to participate. Maybe you'll asks "If the Morehouse men don't respect our women, who will?"

Thank you

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In Westend
PLaza 3-3161

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"Three Penny Opera" Closes Drama Season

A modernized version of the Bertolt Brecht-Kurt Weill musical classic, "The Three Penny Opera," was presented May 5-10 at Spelman's Fine Arts Theatre. The season's last Morehouse-Spelman production starred Johnny Popwell, well-known Atlanta actor.

"The Three Penny Opera," here directed by Robert D. Donnelly, assistant professor of drama at Spelman, created a sensation in Berlin in the 1928 premiere becoming so

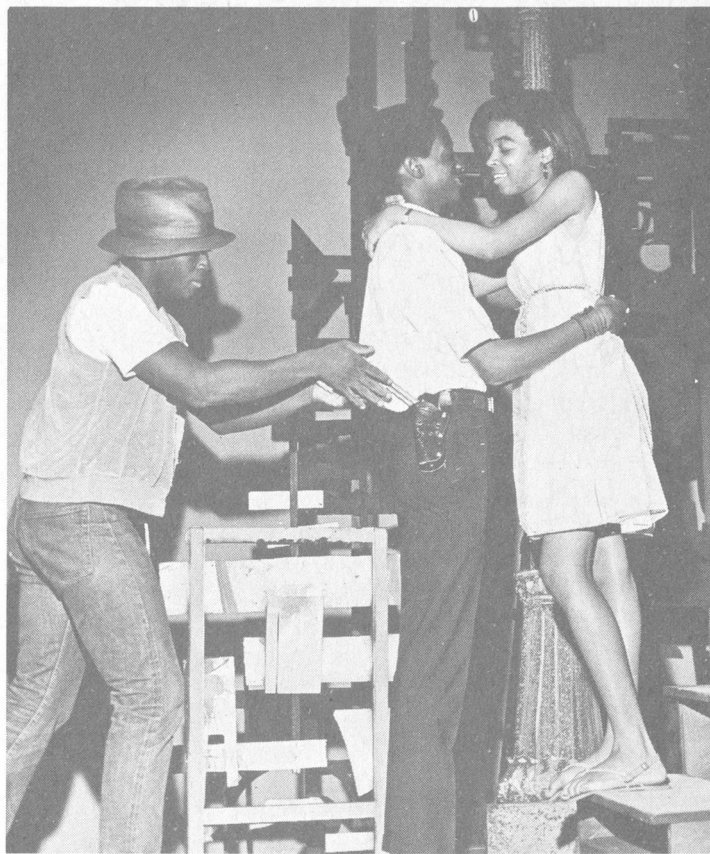
popular it was given more than 4,000 performances in over 120 different theatres in a single year.

It won an entirely new generation of audiences with its sensational off-Broadway revival of audiences in the early 50's achieving a record run. Its hit tune, **Mack the Knife** became a jukebox winner, in versions by Ella Fitzgerald, Louis Armstrong, and Bobby Darin. Sammy Davis, Jr. appeared in an internationally

cast movie version as the street singer.

For its latest presentation the scene has been shifted from London at the time of Queen Victoria's jubilee to Washington, D.C. during the inauguration of President Nixon. The story, a humour comment on the exploitation of America's poor was masterfully done in seven performances by the Morehouse-Spelman Players.

Luis Masa, award winning scenic designer did the amazing 12 different sets, and Charles Walker, another award winner, the lighting. Music was under the direction of a student, James Brown.



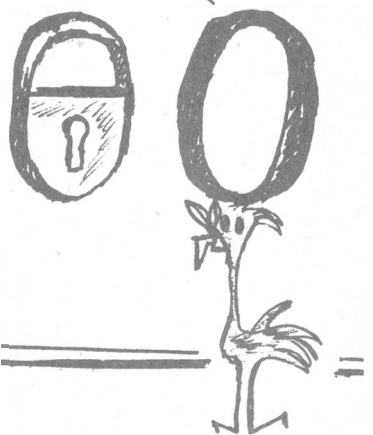
SCENE FROM "THREE PENNY OPERA."

POLITICAL NOTE

At the beginning of the year, I asked that all of you become politically aware of the world around you. Well, have you noticed what **Dear Richard** has done in her first first one hundred days in office? Have you taken time to become aware of the happenings on our campus and in the center? Have you become interested in what Pious Lester has proposed in his latest budget to the Georgia legislature (did you know that he threatened to resign — HEAVEN FORBID!)

More than likely most of you will have to answer no to all of these questions. It is not too important if you answer no to questions one and three, but if you sat no to question two, you really need to take stock of your idolness. The past three weeks have seen events that many of our students are not even aware of. For instance, did you take time to vote in the Student Body elections? Did you know that we had elections? Did you know that some "concerned students" held the Atlanta University and More-

OLIVER, ARE YOU CONCERNED NOW?



house College Boards of Trustees in Harkness for thirty hours? If you answer no to these questions, you must have been down in Key Biscayne with Dick, you just couldn't have been on Spelman College's campus.

But more important, do you know about the proposals that the concerned students were working for? The most talked about proposal was that of the renaming of the A. A. U. Center to the Martin Luther King, Jr. University Center. As it seems, the "concerned students" were the only students that wished the name change. Talking with students outside the building and with students that did not bother to go over and voice their opinion concerning the matter, a majority of the students wished to leave the center as it stands named now. A second proposal was the consolidation of the schools in the Center. This too was something that many of the students did not care for. Their reason (mentioned most often) was that they came to small Black schools in order to identify with a Black school and if they wanted to go to a Black university, they would have attended some school like Howard. What do you think?

Reading this article one may get the idea that it is biased, and that is absolutely right. The author feels that there are many things on this campus and in the center that need changing, but I feel that it should be left to the majority of the people and not to a small group of "concerned students." All students should be concerned — so if you aren't, try it.

Marjorie Duncan

Beth Willis' Day With Mademoiselle

by
Mary Susan Parker
Fashion Editor

On Wednesday, April 23, Elizabeth Willis along with three other Spelman sisters—Donna Farrar, Piper Gibson, and Brenda Sutton—left the real world of college chores and got a preview of the world of high fashion. They were chosen by representatives of Mademoiselle Magazine, who were visiting our campus, to model for its August 1969 College Issue.

Beth gave a description of how they were chosen and what their hectic day was like. She said that first after talking to the representatives on campus, she went to the American Motel in downtown Atlanta for a brief interview. She also fitted the clothes that she potentially would wear. She was notified she had been chosen late that night.

At nine o'clock on the morning of April 23 she reported back to the American. The girls all sipped coffee with the fashion editor and photographer discussing everything from Aretha Franklin to Harkness Hall. The fashion experts then gave them tips on makeup. It was then that they tried on the clothes they were to model, shoes, hats and picked out the accessories to wear with each outfit. This ended a busy morning and

led to a well-deserved lunch.

From lunch, it was the experts' time to learn from some other experts. Piper and Donna showed them how to do the African-style headwraps they so frequently and beautifully wear. They were so impressed they went directly to Rich's and bought material.

With all the preliminaries taken care of, it was time for the action to begin. Pictures were taken of Brenda and Donna putting on the headwraps. Then Beth and Donna

posed for traditional campus scenes. From three to five the girls posed, then returned to the American to put on the clothes of a world briefly left behind.

Beth says it was a fun day. She feels that this experience made her more interested in modeling. She says she would rather take some classes in modeling to learn more about it, and then go into designing and buying instead of modeling. Beth said it was quite tiring, but she enjoyed it and if she had the chance she would do it again.

Beth most recently was a model for the International University of Hope in its show "Beauty In Motion" on April 26 at Morehouse. She is a senior from Birmingham, Alabama majoring in Sociology. She has also represented Alpha Rho Chapter of Alpha Phi Alpha this year as Miss Black and Gold.



BETH WILLIS

*Congratulations
Seniors!*

OUR HISTORY



Ernestine Clowers

Within the next few years the names of many Spelman sisters with whom you have lived and worked will be etched on the parchment of history. Will you be as willing to remember the events which made them famous as you are to follow their lead today? Will their be joy in your heart as you recall the fun times that you had in school with your children years from today?

Think About It! It's not really that sister who sits opposite you in Political Science that you will be remembering, it will be *you* and the activities in which you participated.

History is not confined to the Georgia House, or The White House, or to the resignation of leaders like DeGaulle; history includes you and the parts that you played.

over spilled milk, but you

True, one should not cry should think, in these our turbulent times, before you overturn the glass.

Campus Notes And Quotes

THE JUNIOR - SENIOR PROM was held May 10 at the American Motor Hotel. The affair, spiced by foxes in African style formals was a big hit.

THE SOPHOMORES GAVE THE SPRINGS a dance May 16 at the Matador Room, Paschals Motor Hotel.

MRS. GRACE BOGGS SMITH entertained the senior class officers at a picnic at her home Saturday, May 3.

THE ANNUAL MOREHOUSE-SPELMAN PICNIC was held Saturday, May 3 at Stone Mountain.

THE ENGLISH DEPARTMENT of Spelman sponsored a panel on "New Developments in Linguistics and Linguistics in the classroom, Friday, May 9. Panelists included Dr. Juanita Williamson, LeMoyn College, Dr. Lee Pederson, Emory University, Dr. Beulah Farmer, Morris Brown College, Dr. Richard Carrol, Spelman College. Discussants were Mrs. Helen Brooks and Mrs. Patricia Lowery of Spelman.

F. J. Ingersoll, associate professor of history and Miss Vivian Rippey, German instructor have announced their engagement.

A June wedding is planned.

Carmen Owens and Lynda Brower are to be congratulated for maintaining A averages first semester. Dr. Vincent Harding will take a leave of absence from the history

department chairmanship to work on several projects including the M. L. King Institute of Black Studies.

A VIGIL HONORING M. L. KING is maintaining continuity at a tent site on Beckwith street by a group of A. U. Center students.

SENIORS ARE GETTING NERVOUS after hearing that they will take exams with the rest of the student body. Those dear old letters of notification of graduation will no doubt get out just before the fact again.

THE CONCERNED STUDENTS in growing numbers have become organized. They are now the ORGANIZATION FOR BLACK UNITY NOW (OBUN). Their swift successful benefit featuring Le-Roi Jones, Larry Neal, the Harambee Sisters, A. B. Spelman, and Barbara Ann Teer showed that they are fast working and definitely "together." The absences of a large number of students and teachers of English, history, and drama proved valid some of the ideas expressed by the guest artists about to quote Larry Neal, "Martin Luther King University."

THE SPELMAN WIND Ensemble presented a chamber music concert Monday, May 12 in the Fine Arts Theatre.



Spelman Receives Music Award

Dr. T. J. Anderson, Professor of Music at Tennessee A. & I. University and one of the participating composers in the Festival of Contemporary Music held at Spelman earlier this year takes a look at the National Festival of Music Clubs award Spelman received with Mrs. Joyce Finch Johnson, Professor of Music at Spelman who submitted the Contemporary Festival program to the Federation. The award is one of the many achievements of Spelman's music department.

Students Present Art Exhibit

The coordinated Art Program of the Atlanta University Center Colleges is presenting its annual Student Art Show at Spelman, Clark and Morris Brown Colleges. The show, which makes evident the new black mood in art has such titles among its masterpieces as: **He Had a Dream**, a canvas painting by William Murray, **Are You Sleep Between Revolt?**, done in acrylics by Jacqueline Rocker, **Soul Sister**, done in acrylics by Lucious Hightower, **Cold Black Soul**, done in plaster and sho polish by Pamela Andrews, and **Poor Housing**, done in mixed media by Denise Burnett.

Edmund B. Gaither, advisor, Atlanta Black Art Student Association says of the student art show:

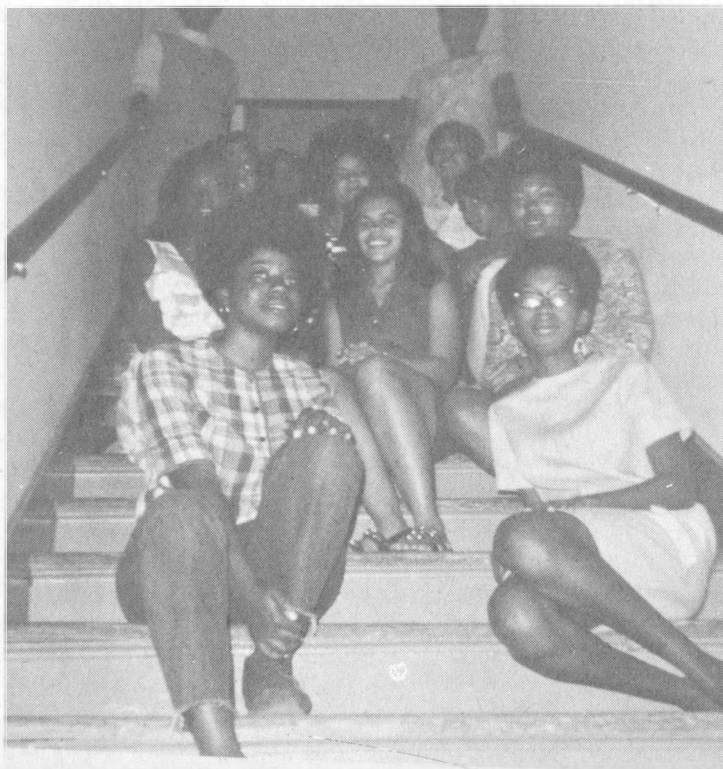
"The student artist-like the professional — is involved in the exhibition of works having significant forms and/or content. In the exhibition process, he set forth his works as object in themselves, that is, he puts them on their own, letting each demand intellectual and emotional response from the viewer. The sum of these responses help the artist to critically assess his production, allows him to measure the effectiveness of his presentation, encourages or discourages him, and demonstrates the power of Art.

Thus the exhibition process is an integral part of the growth and development of the artist. Understanding the importance of establishing creative dialogue between the artist, the views and the work, the department of Art here in the Atlanta University Center, is happy to make possible the present student annual.

In viewing the annual, one is struck by the diversity of the work both in terms of media and technique. Equally as important is the artistic quality of many of the views. Significantly, there is a definite thematic consciousness of the beauty of blackmen, and many of the pieces reflect a firm grasp of the always difficult problem of entry of a permanent social message with interesting and lively forms. Sometimes witty, sometimes bold, sometimes cutting, sometimes celebrating, the major of these pro-black themes indicate that our students are working hard at striking that growing volume between social analysis, or at least awareness—and art. They deserve a commendation for tackling this vital task.

May I also add a note of thanks to the ABASA group for assembling the show, and to the student exhibition committee for hanging and publicizing the show."

SSGA Officers Elected



Recently the Spelman Student Government association held its annual Student Government elections. The newly elected officers are:

President—Yvonne Bryant
Vice President—Marguarita Howard, (Marti)
Corresponding Secretary—Natie Dickerson
Recording Secretary—Donnice Thomas
Publicity Chairman—Roberta Wolfe
Social Chairman—Sandra Lee, (Sandi)
Parliamentarian—Henri Norris
Associate Editor, Reflections—Pamela Garrett
Associate Editor, Spotlight—Joyce Horton
Treasurer—Roseland Yancy

Gloria Manson will move up to editor of the *Reflections* and Ellin Osorio will be editor-in-chief of the *Spotlight*, both having served as respective associate editors this year.

EMPHASIS POETRY

Hell-o Revolution

take my hand
let me forget
the shame I knew, the shame of my youth
when all my brothers and sisters
marched to jail in carolina
and i cried
cause daddy said he needed to keep his job
more than i needed to get arrested
at some damn white lunch counter.

O Revolution

dry the tears i cried
when mama crossed the picket line
to get my baby sis an easter dress
"Your is to lil understand," she
said. "Let her have some joy till she
old enough to know what shape her
race is in."

O Revolution

tell me how to make up
for the last revolution i copped out on
sat back and cried about, wrote about.
i been watching you so long, Revolution,
i don't know how to do nothing but
preserve you on paper, for my young
unborn revolutionaries to read about.

O Revolution

take me back to harlem.
let me stop by the woods on the way up
one more time, and see another service station
john sign say 'WHITE LADIES ONLY'
and a sign next door saying 'colored.'
let me hear my mama say again,
"Child, we gon use the restroom
the Lord dun give us." You know,
mama, when you said that as we
went on in the woods, i was through
with the Lord.

O Revolution

tell me how to make up for the last revolution
i copped out on, sat back and cried about,
wrote about. i been watching you so long,
Revolution, i don't know how to do nothing
but preserve you on paper, for my young
unborn revolutionaries to read about.

Tell me Le Roi — are my words enough?

Tell me Larry Neal — do they help my brothers?

Tell me Don L. Lee—when to drop the pen and grab the gun.
Shout it Alice Walker — writing ain't the half.

Come on and get me — Ameer Baraka, Sonia Sanchez, Dudley
Randall, Margaret Danner, Mari Evans, A. B. Spellman, come
on and get me Lonne Elder. We gon write this revolution
down and we gon live it too. We gon die writing it and we gon
die fighting it.

Marilyn Hunt '69

Death Comes To Claim

By: Joyce M. Horton

My mind is a mass of con-
fusion, everything is dis-
torted
bleak and dim
spinning like a tire on a loose
rim . . .
jolted when it pauses on
on thoughts of him

Oh! stop. Please stop; some-
thing is missing could it be
him?

Yes, yes—but where is he . . .
i see his shoes in the corner
i see his suit
clothes neatly packed in
the drawer
i feel his presence

Crazy?

Look—

The window and then
Death—my love
This window reveals my
destiny:

A world and its vast vacuum
of heartlessness.

i must not fear, Death is my
friend

Dark, drainless; cold comfort-
less hand

Stand beside me

Come . . .
i moved from the window-
pulled down my black lace
veil

The Street

By Lynda A. Swingler

Down a crooked narrow street,
a chaotic silence with a
thrilled beat.

This is where the unknown
shadows creep,

In the distance I hear the trash
cans tumble fast deep
tumble

Some sort of a rumble.
And it is here where the black
fat rats run free,
Down a crooked narrow street.



Miss Barbara Ann Teer, prominent writer, actress and founder of New York's Black Liberation Theatre talks with students during her recent visit to the campus. Miss Teer was one in a lecture series sponsored in conjunction with a seminar course called "The Black Woman in America. The seminar is sponsored by the history and sociology departments.

Residence Personnel Hold Workshop

A one day workshop for Residence Halls Supervisory personnel was held on Sunday, April 20 from 9:30 a.m. to 4:00 p.m. in Read Hall. The workshop was designed to orientate resident assistants and directors for their new responsibilities for the coming year. The one day workshop idea was incorporated in order to give future residence personnel some knowledge of the type of responsibilities they will have to face next year.

The workshop was divided into two sessions. The morning session began with devotions led by Francina McMillan and Ann Patton. Afterwards, the theme, "Perspectives for Residence Hall Personnel in an Era of Change" was pursued through two panel discussions preceded by an overview of the workshop given by Mrs. Lura Altheimer. The first panel was moderated by Betty Atkinson and consisted of Sarah Bush who spoke on the "Responsibilities of Resident Assistant"; Evanda McDowell, "Problems in Freshman Dormitories"; Johnnie Woolfolk and Starlett Russell, "Problems in Upperclass Dormitories" and Patricia Reaves, "Personal Problems of Resident Assistants. After the presentations there was a question and discussion period in which the prospective resident assistant had an opportunity to ask questions or give comments concerning what had previously been said from the panel. The second panel discussion was centered on Perceptions and moderated by Bonni Rucker. It began with Kathy Bailey giving a presentation on "How does the Resident Assistant Perceive Her-

self?" Sister Margaret Mills then gave her percepts on "How the Resident Director Perceives Himself?" Bonni closed out the discussion by giving her presentation on "How do Students Perceive the Residence Hall Staff?"

The second session of the workshop began after lunch at 1:30. This session, which focused on Projections for the 1969-70 Program, began with an introduction given by Miss Geneva Mosby. The workshop was then divided into four major groups whose topics for discussion were (a) Philosophy, (b) Objectives, (c) Responsibilities of Resident Assistants, and (d) Responsibilities of Resident Directors. During these discussions, suggestions and implications for a better housing program were given by group reporters and recorded for further use. Finally, an evaluation was made of the entire workshop and it was the consensus of the participants that the workshop was very effective in preparing future Residence Halls Personnel for the huge responsibility which awaits them next year. The new resident assistants for the 1969-70 school year are as follows: Betty Atkinson, Kathy Bailey, Marilyn Baugh, Muriel Birchette, Sara Bush, Mary Catchings, Lynda Cobb, Claudia Edwards, Mildred Farley, Sharon Green, Stanlie James, Esperanza Kennedy, Rosa Marie King, Francina McMillan, Luella Nichols, Theresa North, Linda Patterson, Lois Pettiford, Melody Quinn, Patricia Reaves, Wanda Smalls, Brenda Smith, Donice Thomas, and Wilma Williams.

Evanda McDowell

"Seniors"

Continued from Page One

Congratulations

Seniors

Best

Wishes!

*Name of Student	Scholarship or Fellowship	School	Field of Study
Chase, Mercuria	M A T Tuition	Trinity College	English
Coleman, Betty		University of Washington	Drama
Dopson, Gertrude	Woodrow Wilson	Tufts University	French
Freeman, Patricia	Graduate School Honors	Kansas University	Economics
Hayes, Maxine	Fellowship	New York State	
	Medical School	University of Buffalo	Medicine
Hunt, Marilyn	M A T	Smith College	English
Jenkins, Norma	Teachers Grant-In-Aid	Atlanta University	Education
Marks, Shirley	Medical School Scholarship	Harvard University	Embryology—Reproductive Physiology
Parker, Delores	Special Student Scholarship	Columbia University	Counseling Psychology
Pierro, Sharon V.	Full Tuition Scholarship	Michigan State University	Sociology
Robinson, Yvonne	Fellowship for Black Students	University of Washington	English



Editor Wins Essay Contest

Marilyn Hunt, editor-in-chief of the **Spotlight** recently won first prize in the essay division of the Reader's Digest-United Negro College Fund Creative Writing Contest. Marilyn received a cash prize of \$300.00 for her timely essay, "The Identity Crisis on the College Campus." Marilyn was flown to New York City April 16 where she stayed at the Waldorf Astoria Hotel and was one of three honored at an awards luncheon. Jimmy Baylor of Hampton Institute was awarded first prize in the short story division of the contest and George Buggs, also of Hampton took the first prize poetry award for his poem, "Harlem is my Home."

The three winners were entertained royally. Off-Broadway they saw "To be Young, Gifted, and Black," the story of Lorraine Hansbury (late author of the famed Raisin in the Sun) at the Cherry Lane Theatre in **The Village**. On Broadway the winners saw James Earl Jones (recent Tony Award winner) in "The Great White Hope," Broadway's greatest that tells the story of the first black heavyweight champion of the world, Jack Johnson. After the play the winners were privileged to meet Mr. Jones in his dressing room. The group also visited the Reader's Digest homestead at Pleasantville where they had lunch with the famed magazines top editors and executives. The biggest event for the contest winners was meeting Lonne Elder, III, black-playwright whose play "Ceremonies in Dark Old Men" is a big hit on Broadway. Mr. Elder is also coordinator for the Playwrights Unit of the Negro Ensemble Company.

After a three day swing in NYC the winners went on a two-day sight-seeing and shopping spree in D.C.

Marilyn is the fifth Spelmanite win when an award in the annual contest designed to encourage creative writing among black students in UNCF colleges. Frank Jennings, editor-at-large, **Saturday Review** was the judge for this year's contest.

Marilyn also recently won an honorable mention in Atlanta's Robert Burns Poetry Contest for her Vietnam poem, "Infantry Song." Marilyn's Essay follows in revised form.

THE IDENTITY CRISIS ON THE COLLEGE CAMPUS

By Marilyn Hunt

The identity crisis on the college campus is paradoxically potential disaster or potential rebirth to the American educational process. Currently the crisis has both positive and negative manifestations. A new curriculum, desperately needed is being born, while a new student is too disillusioned with the old curriculum to wait on the new. The identity crisis, created by the radical, angry, and rebellious black student is the product of the failure of integration, the failure of education, and the failure of the American dream. Yet, at the same time it may be the hope of the future.

Today's educators are baffled by this student who makes demands one day and destroys school property the next. They do not understand this student who professes his newfound beautiful blackness and rejects all that is not black; hates all that implies white. They fear this student who seems confused but knows too well the source of that confusion. He is a potential troublemaker. He wants to change a system that they have for ages been contented with. This student spells crisis, confrontation, and change-words many educators fear.

The crisis comes because the educators react to the students with animosity, in one form or another. The students themselves are reacting. Neither side understands the other's reactions. The result is a frustrating battle of words and too often a battle of force. Each side has its justifications but justifications are irrelevant when the crisis is already born. Unfortunately, the educators did not see it coming and the students are smart enough to take advantage of that fact.

But why has the crisis in education come? What has happened to today's black college student? The causes are many but a few stand out like the sun, too hot to look at and too vital to be ignored. The major force has come from outside the ivory tower. The black student heard voices say more than "baby, git a gun." He learned loud voices say something about undying love for the black race and a white man's education being just another form of colonization. He heard thought provoking words that made harsh sense and he walked through the back gates of his beautiful campus to the ghetto to refresh his memory. There he got

angry, very angry. He was too educated to burn and loot but he wanted to do something, for his pride, for his race, for his identity crisis.

The student who is suddenly made aware that he has been disillusioned goes through stages in the identity crisis. His first reaction to his newfound awareness is to prove it through some outward manifestation. He gets a natural or Afro hairdo and dons clothing that is either African or anything but conservative American. Secondly, he begins reading protest literature. His new idols become Malcolm X, W. E. B. Dubois, Carmichael, Brown, Cleaver, LeRoi Jones, Don L. Lee, and Che Guevara. Then he begins to associate only with people who seem to share his awareness. When awareness reaches a plateau, he searches for a way to strike out. There is nothing he can feasibly strike out at but his environment, and that is college.

The battle begins on both predominantly black and predominantly white campuses—the battle for relevant education. It takes varied forms; from moderate demands to revolution for extremely radical changes. Yet, in each battle, certain basic changes are wanted by practically all black students on all campuses. These students realize that they are studying under a curriculum that denies them knowledge of their cultural and historical background and that the schools, as well as the society in which they exist, fail to give the heritage of black people a just place of value in the educational and cultural world. They want that heritage taught and they want it taught now! They want to rid their classrooms of white as well as black instructors who can't do the job. They want what they call puritanical rules abolished. Such rules have too many implications of white oppression and they negate all that the word freedom teaches, in the students' way of thinking. They want their cultural activities geared toward black artists. They are skeptical of being indoctrinated with white culture. They want significant black representation on the boards of trustees as well as student and faculty representation on all policy making bodies.

The identity crisis is often more critical on the predominantly white campus than

on the predominantly black. It is probable that the crisis originated on the white campus. When token integration of white colleges began nearly a decade ago, the seeds of crisis took root. Many thought the cause of the black man had been greatly advanced. In numerous ways it had, but several factors were to have some effects on the course of events that has led to a nationwide revolution of all college students, regardless of race. Ten years ago the white colleges that opened their doors were only physically open to the few brave black students who entered them seeking equal education with a determination to prove to white America that they could achieve. The colleges failed their black students. They had some with the illusion that which colleges were keys to success in a white society. They discovered that wasn't the kind of success they wanted. The price was too high. They knew harassment, loneliness, prejudice and rejection greater than any they had ever known before. Their social lives were stunned and they faced constant pressure.

The black students on white campuses have banded together to survive, to have a sense of belonging, to develop a sense of pride in a once degrading situation, and to make demands that will compromise the situation. Integration on the college campus, in the real sense, has failed. The black students there, in numbers which have not grown significantly, now cry out, "Give us separate dormitories, separate classes, separate food, separate meeting places. Let us do our own thing. We want to change white America, not move into its mainstream."

Students of every other minority group as well as white liberal-radical students across the nation have caught the black fever of revolution. Many realize now, for the first time in the history of America that they too are the victims of a corrupt and lagging educational system. Many others realize nothing but the fact that it is vogue to take over administration buildings, lock up trustees, and bear arms. Those concerned only with what is vogue distort and have the potential to destroy all that is constructive change for American education.

The identity crisis is the offspring of a revolution generat-

ed by innumerable forces too inconspicuous to sort out. It is impossible for many students to determine who speaks for communism, who speaks for the FBI, and who speaks for the cause of constructive change. The student only knows his internal crisis and only hears the loudest seemingly most logical voice.

The implications of the crisis are many. First, education has a lot of catching up to do. It has always lagged far behind the changing society it claims to perpetuate. It has got to find in its realms for the black man and stop perpetuating and justifying white oppression and white superiority, not just in America but in the entire world. The next generation of college students, black and white, if not this generation, will complete the take over of schools and such a take over will bring more violence and destruction than has already been seen. The college take over will be relatively minute when compared to the nationwide take over of high schools now simmering in the embryonic stage.

Secondly, black colleges are in a precarious position. They face the threat of losing federal funds when revolution hits the campus, and federal funds are their means of survival. Yet, if they can adapt to smooth change they can become centers of vital learning in today's newest and most popular field, black studies. They can't stop to ask if interest in black studies is a fad. They, and their philanthropists, have to invest in it now, for the survival of black colleges may depend it. If they fail to act, white schools will become the best centers for black studies and white will go on writing black history, teaching black history, and using it against black people.

Lastly, the hope of democracy lies at the bottom of the identity crisis, for education is the only force that will make democracy work. When black people become disillusioned with the schools, democracy is walking a tightrope. When a nation of students becomes disillusioned with its schools the rope will pop into chaos. Enlightenment through education has caused the identity crisis that is spreading like a contagious disease. Only change will save America and a major part of that change must take place in America's colleges.

THE CLASS OF 1969

